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ABSTRACT

This paper presents 14 cooperative learning lesson plans and related handouts suitable for use in communication courses. The paper begins with 8 handouts that deal with objectives; criteria; differences between the old paradigm and the new paradigm based on cooperative learning; positive interdependences; group differences between cooperative learning and traditional learning; advantages of cooperative learning based on research results; the outline of the lesson plans; and evaluation options. The lesson plans in the paper focus on: (1) test taking; (2) studying by writing test questions; (3) identification of communication theories and skills in a story; (4) gender differences in interpersonal communication; (5) business and professional communication; (6) organizational models; (7) profiling an author; (8) using a "T-chart" to characterize trends in literature, theater, and music in the last 5 years; (9) multicultural communication; (10) multicultural simulation; (11) marketing rhetorical criticism; (12) rhetorical theory; (13) controversy in research methods; and (14) statistical imagery. Each lesson plan in the paper presents the task, activities, expected criteria for success, individual accountability, expected behaviors, and types of interdependence experienced. Contains 36 references. (RS)

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COOPERATIVE LEARNING IN COMMUNCIATION COURSES

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OBJECTIVES

1. Participants will be able to distinguish Cooperative Learning from classroom group work.

2. Participants will be able to trace the theoretical roots of Cooperative Learning.

3. Participants will be able to identify different types of Positive Interdependence.

4. Participants will be able to identify multiple ways to utilize Cooperative Learning lesson plans.

5. Participants will be able to identify multiple ways to individually and team evaluate Cooperate Learning lessons.

CRITERIA SHEET

Content Mastery	Low				High
1.	----	----	----	----	----
2.	----	----	----	----	----
3.	----	----	----	----	----
Cooperative Group Interaction					
1.	----	----	----	----	----
2.	----	----	----	----	----
3.	----	----	----	----	----
Social Support and Communication					
1.	----	----	----	----	----
2.	----	----	----	----	----
3.	----	----	----	----	----

PARADIGM SHIFT

	Old Paradigm	New Paradigm
KNOWLEDGE	Transfer from faculty to students	Jointly constructed by students and faculty
STUDENTS	Vessel to be filled with faculty knowledge	Active transformation of own knowledge
FACULTY	Classify and sort students	Develop students compentencies and talents
RELATIONSHIPS	Impersonal: student/ student and student/ faculty	Personal transactions among students and faculty
CONTEXT	Competitive and individualistic	Coooperative in class and among faculty
ASSUMPTIONS	Any expert can teach	Teaching is complex and requires training

DAVID AND ROGER JOHNSON

POSITIVE INTERDEPENDENCE

1. Positive Goal Interdependence
2. Positive Task Interdependence
3. Positive Role Interdependence
4. Positive Resource Interdendence
5. Positive Reward Interdependence
6. Positive Outside Enemy Interdependence
7. Positive Fantasy Interdependence
9. Positive Environmental Interdependence

Johnson, Johnson, and Holubec

GROUP DIFFERENCES

	COOPERATIVE LEARNING	TRADITIONAL LEARNING
1.	Positive Interdependence	Less time taken for Positive Interdependence
2.	Encourages individual and group	Limitation on individual or group accountability
3.	Hetergeneous groups encouraged	Homogeneous membership desired
4.	General goals & consequences established	Group identifies and solves problems
5.	Reward for helping others	Competitive reasons for working together
6.	More immediate ownership of reasons to learn	Faculty establishes reasons to learn
7.	Success is owned	Success comes from outside pressure
8.	Problems, questions, new directions explored	Problems may be distractions or negative

RESEARCH SUMMARY

1. Higher Achievement
2. Increased Retention
3. Greater Use of Higher Level Reasoning
4. Increased Perspective Taking
5. Greater Intrinsic Motivation
6. More Positive Hetergeneous Relationships
7. Improved Attitidue Toward Class, Learning, and Education
8. Better Attitude Toward Professor
9. Higher Self-Esteem
10. Greater Social Support
11. More Positive Social Adjustment
12. More Task Behavior
13. Greater Collaberative Skills

Johnson and Johnson's Summary

PLANNING

Objective Setting

Task:

Cooperative:

Formulate
Share
Listen
Create

Expected Criteria for Success:

Individual Accountability:

Expected Behaviors:

Types of Interdependence Experienced: _____

_____

EVALUATION OPTIONS

1. Group score on single product
2. Randomly select one member's test to score
3. All members receive lowest members' score
4. Average academic score plus collaborative performance score
5. Dual academic and nonacademic rewards
6. Individual score plus bonus points based on all members reaching a criterion
7. Individual score plus bonus points based on lowest score
8. Individual score plus bonus based on improvement scores
9. Averaging of members' individual scores
10. Randomly select one member's paper to score
11. Individual score plus group average
12 Totaling members' individual scores

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COOPERATIVE LEARNING LESSON PLANS

TEST TAKING
(Generic)

Task: Prepare to take the quiz on the identified course information, take the test individually, and together achieve a 90% on the closed note test.

Cooperative: Decide on how you wish to share your verbal and written knowledge about the communication content with each other.
(Creating one group set of answers is acceptable.)

Formulate your own answers to each question.
Share your answers with each other.
Listen to each others' perspective.
Create one group set of answers for the quiz.

Expected Criteria for Success: Each person should be able to explain the rationale for each selected answer and together the group is to achieve 90% or better on the quiz.

Individual Accountability: Each person gets the same % grade as every other group member no matter how much he or she initially knew. A member of the team will be selected to summarize the interaction and learning that occurred.

Expected Behaviors: Explaining, listening, helping each other, analyzing, questioning, negotiating, consensus building, synthesizing, identifying types of interdependence that emerged

Types of Interdependence Experienced: _____

_____

STUDY-OFF
(Generic)

Task: Write the 10 best test questions (multiple choice, 4 answers as options) for the Communication content in chapters _____.

Cooperative: Decide as a group what is fundamental knowledge basic to chapters_____.

Formulate an individual list of the core ideas of the current communicationc content.
Share your list with your base group.
Listen carefully to each others' perspective.
Create the 10 Communication questions that cover the critical content.

Expected Criteria for Success: Each person must be able to explain the rational for the questions; the questions must be of parallel difficulty, and every group member must be able to accurately explain the answer to each question.

Individual Accountability: One person will be randomly picked to share the questions and answers. Another person will be randomly picked to summarize the communication learning that occurred.

Expected Behaviors: Explaining, listening, questioning, creating, synthesizing, and presenting an analysis

Types of Interdependence Experienced: _____

_____

COMMUNICATION "OPTIONS"

Task: Read the Story "Options" by John Varley and identify what Communication therories and skills are represented in the story. As a cooperative team, develop agreement and explanations for your interpretations of what is found in the story.

Cooperative: Share information and interpreations about the story with the goals of identifying Communication theories and skills.

Formulate how the character's interactions demonstrate different theories and skills.
Share your interpretations and understanding.
Listen to the comments of fellow team members.
Create justification for claiming the existence of theories and skills that your group identifies.

Expected Criteria of Success: The ananlysis should agree with the instructors analysis or present strong arguments for different interpretations.

Individual Accountability: All team members will eventually write an analysis of the story in terms of apparent Communication theories and skills represented.

Expected Behaviors: Reivew of theories and skills, discussion of interpersonal communicatiin in an applied context. Help writing and editing papers of fellow group members.

Types of Interdependence Experienced:_____

_____

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GENDER AND COMMUNICATION
Interpersonal Communication

Task: Read the supplied information about and by Dr. Maya Angelou. Draw mental images of issues of gender and communication.

Cooperative: Share your information and insights from the Maya Angelou information and your experience communicating between sexes.

Formulate how the readings help synthesize significant what male-female communication issues.
Share your knowledge and your reading to build an agreed to group view.
Listen to the feelings in the slections and how the images create very personal affective responses.
Create a verbal discussion about male-female communication for communicating to the rest of the class.

Expected Criteria for Success: All group members should be ready to present the verbal analysis today. All should write a 2 page summary that are to be reviewed and edited by his or her team. The group will recieve the average of the individual grades.

Individual Accountability: Any person may be asked to present his or her summary or to talk about what was discussed within the group.

Expected Behavior: Discussion about male-female communication, help writng summaries, mutual support, and mutual teaching

Type of Interdependence Experienced_____

_____

S. Swan

SPEAKING IN BUSINESS

Business and Professional Communication

Task: Analyze what makes each of the speeches* on the same topic different. Agree on the reasons why the different approaches would fit (or not fit) specific business audiences.

Cooperative: Share the speeches and what you know about making business preseantions.

Formulate the characteristics of each speech by defining its most probable audience.
Share your analysis with your group.
Listen to see how the speeches differed.
Create a group critieria about what to consider when analyzing a business presentation situation. (Each person will have a summary on the criteria due the next class session.

Expected Criteria for Success: The criteria should be summarized in written form. The written material should accompany a group's discussion.

Individual Accountability: Summaries of the critiera and what to look for when preparing a business presentation will be evaluated. Each team member will receive the same grade.

Expected Behaviors: Discussion, strategy development, discussion of audiences, synthesis, and sharing of knowledge

Types of Interdependence Experienced: _____

_____

* Potential Topics: The plight of the worker, ADA, Quality
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Organizational Models
Business or Organizational Communication

Task: As a group agree on the labels for each of the types of business and organizatinal communication models* found in the attached samples. Once this is accomplished each person chooses a model and develops with his or her team the impact the model would have on decision making, interpersonal communication, and conflict managment within organizations.

Cooperative: Work together identifying models and discussing how each impacts communication within an organization.

Formulate group agreement about the labeling of the examples.
Share individual interpretations.
Listen to and make comments about each others application of the models.
Create correctly labeled samples and full resports about a model's impact on communication.

Expected Criteria for Success: Accuracy and agreement about the labeling of the examples, and a full discussion about the impact on communication.

Individual Accountability: If called upon, each person will present his or her ideas about how the model impacts communication

Expected Behaviors: Discussion, cooperation, guidance, offering agreement on efforts, analysis and criticism of each others ideas.

Types of Interdependence Experienced: _____

_____

*Select samples from Business and Organizational Communication textbooks.

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PROFILING AN AUTHOR

Oral Interpretation-Performance Studies

Task: Develop a group outline to share about Toni Morrison* as a writer.

Cooperative: Each person must verbally share his or her packet of information on Toni Morrison and work together to write an outlinethat would create an image of the woman and her writing.

Formulate an image of how Toni Morrison writes.
Share what you know about her with each other.
Listen to find out what characterizes her writing so that your group can identify patterns and trends.
Create a cogent image of Ms. Morrison as a writer.

Expected Criteria for Success: All group members can explain the reasons for this specific outline and offer examples from her life or writing when questioned by listeners.

Individual Accountability: Any group member may have to discuss, explain, and justify the outline. Each student will write a 2-3 page essay using the outline. The group will critique and evaluate the essays before turning the papers in for a grade.

Expected Behaviors: Analysis, discussion, cooperation, decision making, synthesis, practice outlining, editing each other's writing

Types of Interdependence Experienced: _____

_____

*An author of choice may be used.

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T-CHART

Task: Create a T-Chart that best characterizes what trends in literature, theatre, and music have been occrring in the last 5 years. Stress unity or connective threads between the different art forms. Allow your group to be creative and metaphoric.

Arts

Looks Like	**Sounds Like**
Literature	
Theatre	
Music	

Cooperative: Share information from the materials supplied to each group member. Come to an agreement on what you will report.

Formulate agreed to trends and representative examples from each art form.
Share your knowledge, interpretations and creativity.
Listen to the personal knowledge from the different team members.
Create the T-Chart and an explanation of the chart that any group member could give in 10 minutes.

Expected Criteria for Success: Develop simple visual and verbal explanations and examples highlighting and comparing any trends. The more accurate, fun, and vivid the examples the greater the group's success.

Individual Accountability: In 3-5 paragraphs each person will explain how each art form relates to the other two. Paragraphs will be randomly selected for reading. A team member will randomly be selected to report on his or her group's results. All members are expected to draw connections to issues in Oral Interpretation and Performance Studies.

Expected Behaviors: Sharing and exploring different expertise, laughing and having fun, organizing connected content areas into explainable patterns, and synthesized results

Types of Interdependence Experienced: _____

P. Raverty

DIFFERENT VOICES
Multi-Cultural Communication

Task: Read the supplied information.* Develop explanations about how each writer , on the same issues, brings his or her cultural perspective to the fiction. Draw comparisons and contrasts about how the emotional, social, political, and historical aspects are perceived. Ponder how these perspecitives would impact communication.

Formulate how the readings help demonstrate different cultural perspective.
Share your interpretations about the selections.
Listen to the feelings in the selection and how the images create very different style of communicating.
Create group agreed to comparisons and contrasts developed from the selections from each author.

Expected Criteria for Success: All group members should be ready to present a group agreed to verbal analysis. Each person will write a paper justifying the group consensus about the multi-cultural differences and communication. All papers should be edited and corrected by the group before being turned in for a grade.

Individual Accountability: Each person will be asked to read aloud part of his or her's favorite selection or to talk about what was discussed.

Expected Behaviors: Discussion of the how the cultural perspective impacts the world view and communication, negotiation about the comparisons and contrasts, development of outlines for writing the individual papers

Types of Interdependence Experienced: _____

_____

*Possible authors: Amy Tan, Isabelle Alende, Malcolm X, James Welch, Aleksandr Solzhenitsyn

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MULTI-CULTURAL SIMULATION

Task: Together set objectives and design a multi-cultural simulation that demnonstrates how attribution, nonverbal, gender, and group issues vary from subculture to subculture in the U.S.

Cooperative: Share your knowledge and views about 3 different subcultures in the U.S.

Formulate what some of the differences between the subcultures.
Share ideas about how issue of attribution, nonverbal, gender, and group issues might come into conflict with each other in daily community or work interactions.
Listen to see how the generated ideas might be combined to build a simulation activity.
Create a atmosphere that is fun, helpful, and supportive.

Expected Criteria for Success: The students should develop a jointly agreed to set of objectives and a simulation that will be presented during the last two weeks of class. A class discussion should follow the simulation.

Individual Accountability: All members of the group must participate in the presentation of the simulation, be prepared to process the discussion that follows, and do a page analysis of the learning gained during the development, presentation, and processing of the simulation.

Expected Behaviors: Discussion of subcultures, creativity, discussion of student audience, synthesis of ideas, sharing of knowledge, playfulness, and an enhanced awareness of subcultural differences

Types of Interdependence Experienced: _____

_____

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MARKETING RHETORICAL CRITICISM
Rhetorical Criticism

Task: Your goal is to develop and rank order the five factors of studying Rhetoriacl Criticism that would be the most beneficial to nonmajors.

Cooperative: Everyone must agree to the items, the rank order, and that the reasons are ones neophyte student to the discipline would buy as personally meaningful.

Formulate indivividual lists.
Share the lists and discuss your different perceptions.
Listen to the reactions and feedback.
Create a list that the team would recommend for marketing Rhetoricial Criticism.

Expected Criteria for Success: Every group member will sign-off on the list as the best five factors for interesting science, business, education, social science, and arts majors.

Individual Accountability: If called upon, each person should be able to talk about the student-centered appeal of the list. to a non-major.

Expected Behaviors: Analysis, discussion of Rhetorical Criticism's importance to students, discussion of marketing principles, argument development, synthesis, and cooperation

Types of Interdependence Experienced: _____

_____

P. Raverty

CONCEPT INDUCTION
Rhetorical Theory

Task: As a cooperative group, decide upon the most important factors to look for when evaluating the usefulness of a rhetorical theory. Agree on the factors. Draw 4"X 4" squares and create a visual representation of the criteria. Make the sketches, designs, or drawings mnemonic assists for asessing the usefulness of rhetorical theory. The assists are designed to aid future memory.

Cooperate: Together decide what the three most important factors are. Decide on a mnemonic assist for each and have a different cooperative group member draw each representation. During the following class discussion, any group member may be asked to discuss and explain any part of the criteria.

Formulate: The three critical factors vital to analyzing rhetorical theory.
Share your reasoning and knowledge.
Listen carefully to each person's analysis and negotiate to consensues on what criteria to establish.
Create visually attractive mnemonic asists to identify the criteria.

Expected Criteria for Success: All participants agree with the criteria, and each member is able to explain and support the analysis the drawings represent.

Individual Accountability: Team members will be chosen to report and explain the criteria

Expected Behaviors: Explaining, listening, negotiating, sharing responsibility, synthesizing, creating, processing learning experience, and identifying the criteria that developed

Types of Interdependence Experienced: _____

_____

P. Raverty

CONTROVERSY IN RESEARCH METHODS
Research Methods

Task: Read the assigned materials on doing research from a Communication Theory perspective and from a Historical/Rhetoricial Theory persepctive. Prepare to partipate in a Constuructive Controversy exchange.

Cooperative: Share your information, biases, and preferences in building the the connections between the approaches and for supporting each perspective.

Formulate your individual and group arguments.
Share your information and the best support for your position on both sides of the topic.
Listen to each other to answer any gaps in reasoning.
Create your presentations and supporting arguments.

Expected Criteria for Success: Each team will be able to identify the connections, distinctive features, and strengths and weakness of each approach.

Individual Accountability: Each individual will have his or her oral presentaion evaluated (delivery, development of arguments, and coordinated effectiveness).

Expected Behaviors: Critical thinking and reasoning that is shared and synthesized by all parties is the goal of this activity. Discussion and exploration

Types of Interdependence Experienced:_____

_____

RULES FOR CONSTRUCTIVE CONTROVERSY

1. I am critical of ideas, not people. I challenge and refute the ideas of the opposing pair, but I do not indicate that I personally reject them.

2. Remember, we are all in this together, sink or swim. I focus on coming to the best decision possible, not on winning.

3. I encourage everyone to participate and to master the the relevant information.

4. I listen to everyone's ideas, even if I don't agree.

5. I restate what someone has said if it is not clear.

6. I first bring out all ideas and facts supporting both sides, and then I try to put them together in a way that makes sense.

7. I try to understand both sides of the issue.

8. I change my mind when the evidence clearly indicates that I should do so.

Johnson, Johnson, and Smith

CONTROVERSY EXERCISE: SCHEDULE

1. **Read the assigned Rhetorical and Communication Theory information.**

2. Preparing Positions. Meet with your partner(s) and plan how to argue effectively for your position. Make sure you and your partner have mastered as much of the position as possible. You have 20 minutes for this.

3. Exchanging Ideas. Meet with another pair preparing the same position as you have. Exchange arguments and information and help prepare each other to argue effectively. You have 10 minutes for this.

4. Presenting Positions. Present your position to your group of four and listen to their position. Be forceful and persuasive in your presentation. Take notes ind clarify anything you do not understand when the opposing pair presents their position. Your have 5 minutes.

5. Advocating and Refuting. Argue forcefully and persuasively for your position, presenting as many facts as you can to support your point of view. Critically listen to the opposing pair's position, asking them for the facts that support their point of view. Remember, this is a complex issue and you need to know both sides to write a good report. Work together as a total group to get all the facts out. Make sure you understand the facts that support both points of view. You bave ten minutes.

6. Reversing Perspectives. Reverse the roles by arguing your opposing pair's position. In arguing for this position, be as forceful and persuasive as you can. See if you can think of any new facts that the opposing pair did not think to present. Elaborate their position. You have 10 minutes.

6. Reaching a Decision. Come to a decision that all four of you can agree witti. Summarize the best arguments for both points of view. Detail what you know (facts) about each side. When you have consensus in your group, organize your arguments to present to the entire room. Other groups ma), make the opposite decision and you need to defend the validity of your decision to everyone. To synthesize your group position, write a report. When you are certain your report is as good as you can make it, sign it. You have 30 minutes for this.

7. Processing. Process your group's interactions by answering the following questions:

   a. How frequently did you use the Rules of Constructive Contoversy?
   b. What behaviors did we perform particularly well as a group?
   c. What behaviors could we do even better next time?

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STATISTICAL IMAGERY
Research Methods

Task: Take the following statistical terms and explain, or demonstrate them by using pictures, similes, metaphors, or analogies. If you wish to show the formula, you may. Do not work any math in your explanation. (i.e. Correlation may be demonstrated and made real with a choral group using different timeing and harmony combinations.

Cooperative: Students have many different learning styles. Frequently, an expert in a discipline will not easily clue into differest ways of formulating concepts for people who learn differently. Together develop explanations and examples that could catch student understanding in a different way.

Random Numbers
Chi Square
Parametric Statistics
Factor Analysis
Reliability compared to Validity

Formulate an individual explanation of the five terms using pictures, similes, metaphors, and analogies. (If you get the three mixed up, please check witti an English professor or with a dictionary!)
Share images and explanations.
Listen to each other as your create a list of creative/ intuitive ways to explain the content. Try to listern as a person who has a different learning style than you actually have.
Create creative teaching examples that you could add to your explanations to make your teaching more varied in approach, fun, or clarifyirig.

Expected Critieria for Success: Each person should be able to creatively explain each term in a way that is creative and that all agree offers insight to the concept(s).

Individual Accountability: Any member may be called upon to explain any of the listed terms. The creative example should be easily explained by the group members that are called upon.

Expected Behaviors: Use of intuition, overcoming individual. resistance, nonlinear thinking, conceptualizing statistical concepts in nonstatistical terms, laughing, being creative, showing mutual support

Types of Interdependence _____

_____

S. Swan

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